

USF School of Social Work Tenure and Promotion Criteria College of Behavioral and Community Sciences

Philosophy and Principles

In developing appropriate criteria for promotion and tenure decisions, the School has considered the goals we desire to attain in building our School as well as college and university guidelines, policies, and strategic priorities.

1. Our goal is to create a community of scholars whose members are, and are recognized to be, among the leaders in their chosen areas of research. We expect our colleagues to make cutting-edge scholarly contributions that transform and shape the areas of scholarship in which they work.
2. We desire a School with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels. Social Work is a professional degree-granting program and as such places significant emphasis on instruction.
3. Our School should offer a stimulating environment for staff and faculty and the physical and psychological environment necessary for professional growth.
4. Our School should help to serve professional, university, and community needs that social workers are uniquely trained to meet. Social Work is a professional discipline that places importance on public/community service. Thus, most Social Work faculty should be engaged in the community.
5. We recognize the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

Criteria for Tenure and Promotion to Associate Professor

The granting of tenure is a judgment based on past performance and potential for future contributions. Tenure will be recommended by the School if, and only if, in the judgment of the School, the candidate has demonstrated a sustained record of productivity along with evidence that the candidate will continue to be an excellent scholar in Social Work, a first-rate teacher, and a good colleague and citizen of the School, college and university.

Candidates are evaluated entirely on their own personal merit, and tenure is awarded whenever we are confident that we can predict that an individual's career in future decades will be consistent with our School's goals and with those of our College and University.

In addition to meeting the standards in the criterion areas (scholarship, teaching, and service) discussed below, a candidate must be adjudged to be contributing to the mission and goals of the School and to be able and willing to work cooperatively with colleagues in our unit.

Branch campus faculty with three years of tenure-earning credit on July 1, 2019 (generally those hired

in Fall 2016 or earlier) will be considered for tenure under their old regional campus guidelines unless they elect to use the new consolidated guidelines in writing 30 days prior to the beginning of tenure consideration. This is required in Article 15.4.B of the USF UFF Collective Bargaining Agreement. If a candidate chooses to use the older regional guidelines, their new consolidated academic unit's T&P committee and administration will still be responsible to carry out the process.

Criterion Areas

When a faculty member is considered for tenure and promotion in this department, the candidate's contributions in three major areas will be reviewed:

- a. Research/Scholarly work in the candidate's areas of specialization (including community-engaged scholarship),
- b. Teaching or comparable activity (including advising, mentoring, and community-engaged instruction),
- c. Service to the University (including the School), the profession, and the community.

Excellence requires strong evidence of contributions, impact, and recognition in each of these areas. The faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity with potential for high impact on the field or society. The School highly values and will include in the consideration of tenure the candidate's ability and willingness to work cooperatively within the department. Faculty members' contributions in scholarship, teaching and service should be aligned with the mission of the School of Social Work and USF's strategic priorities of the university.

Integral to the mission and vision of USF is commitment to engagement with its communities. As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."¹ While some faculty engagement may come in the form of public service as such, any of the three categories of faculty activity could entail community engagement, and any could in some way "address critical societal issues and contribute to the public good." Community engagement that is undertaken by faculty to "enhance curriculum, teaching and learning and prepare educated, engaged citizens" may be included and evaluated as part of teaching, and community engagement undertaken to "enrich scholarship, research, and creative activity" may be included and evaluated as part of a research/creative/scholarly faculty assignment.

Research/Scholarly Work

For a person to be promoted from Assistant Professor to Associate Professor in the School of Social Work, it is expected that the published work will provide evidence that the candidate is already becoming an excellent scholar in the area of specialization, with the expectation that the candidate will indeed become an excellent scholar in the field in future years.

Excellence in research is manifested by the quality and coherence of the research program, its scientific meaningfulness, its creativity, and the impact of the work on the field. The faculty member's published work represents the first order of evidence about scholarly contributions. Quantity must be interpreted in the context of the area and scope of the work.

We consider a number of sources of information regarding the quality and impact of the candidate's scholarly work. Chief among these are quality of peer-reviewed publications (i.e., mainstream social work and interdisciplinary journals) and letters from external scholars regarding the candidate's impact and recognition in the field.

Other sources may include evidence of research grants awarded and/or grant applications that received high ratings, involvement as keynote speakers or conference presentations at prestigious meetings, invited presentations, appointments to national task forces and/or review panels, election to offices in professional organizations related to research, others' reviews of the candidate's work, scholarly awards and honors, citations in major reviews and books, scholarly books. Evidence might also include citation counts or other journal metrics, although we recognize that even when publishing in high impact journals in social work, the citation count may not be as high as other disciplines given that our highest ranked professional journals having lower impact factors than many other fields. We also recognize that citations may depend, in part, on the length of time since publication. Sources of global or international work may include publishing in international journals or with international colleagues, invited presentations, presenting at international conferences, collaborative grant or research project with international colleagues, appointments to international research related tasks forces and/or review panels.

We recognize that some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national and/or international levels. Community-engaged scholarship and interdisciplinary work may be demonstrated by high-profile products such as reports to local, national, or international agencies and formal presentations.

Teaching

The second area of contribution which is to be assessed is teaching. Excellence in teaching is manifested by the quality and impact of teaching, both graduate and undergraduate, both in and outside of the classroom. In evaluating a candidate's teaching, we consider evidence regarding the quality of classroom teaching (including syllabi, student ratings, and other evidence such as peer evaluations/ classroom observations), contributions to the educational programs of the School (e.g., new or revised courses or course materials), efforts to improve teaching, teaching supervision, teaching-related publications, teaching workshops given, awards and honors and instructional/training grants. Of note, peer review of teaching by faculty may be conducted by those from a tenured faculty within the School of Social Work or by faculty outside of the department or USF educational expert. Advising and mentoring are also important aspects of teaching/instruction.

We are also concerned with the extent to which the candidate has demonstrated a sustained commitment to teaching and the degree to which the candidate fulfills teaching obligations cooperatively and collegially.

It is to be noted that students within the School of Social Work do not complete theses, therefore participation on thesis committees is not expected. Opportunities to serve as a dissertation Chair/ co-Chair or dissertation committee member within the School may vary depending on the availability of

students and the status of the School of Social Work doctoral program. Therefore, while faculty are encouraged to serve on dissertation committees, the evidence for these activities will take into account the related opportunities at the time.

Service

The third area of contribution which is to be assessed is service. Excellence in service is manifested by substantive contributions in one or more of the following areas: service to the University (department, college, and university service), the social work profession, and engagement with the community. We expect consistent participation in service that is necessary for the smooth operation of the School.

In evaluating service, we consider, for example, participation in school, college, and university committees; editorships of various sorts, reviewing abstracts for conferences and manuscripts for publications and granting agencies, office in professional organizations, and activities related to social work in the community such as consulting with community agencies, service on community task forces, and public lectures relevant to the discipline. Evidence of service impact includes involvement in important policy decisions, administrative responsibility, and particularly effective outcomes. Service as such is differentiated from engagement with communities and external organizations that is undertaken in support of teaching or of research/creative/scholarly work.

Criteria for Promotion from Associate to Full Professor

To be promoted from Associate Professor to Full Professor in the School of Social Work, it is expected that a faculty member is already a leading scholar in their area(s) of specialization at the national or international level, that the candidate has established a record of excellence in both teaching and scholarly research, and that the candidate has a record of substantial contributions in service to the profession, university, and community, where appropriate. The indicators of excellence used to assess the viability of tenure applications are used for promotion to Full Professor, as well as the indication of sustained high quality work.

Review of Progress Toward Tenure

It is the responsibility of school director and department peer committee, where constituted, to include a progress toward tenure review as part of the annual evaluation for all faculty in the probationary period for tenure. A more rigorous and extensive pre-tenure review will be conducted at the approximate mid-point of the probationary period. The review will refer to written department- and college-level criteria for tenure that have been made available to candidates. The mid-point review will be conducted by the school's tenure and promotion committee, the school director, and the college tenure and promotion committee, and the CBCS Dean. A summary review of progress toward tenure will be forwarded to the Provost.

All mid-point reviews shall address the performance of annual assignments including teaching, research/scholarly activity, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should critically assess overall performance and contributions in light of mid-point expectations. The mid-point review will be based on documentation of performance, including: a current vita; annual evaluations; student/peer evaluation of teaching;

selected examples of teaching materials; products of research/scholarship activity; service commitments and accomplishments; and a brief self-evaluation by the faculty member.

The mid-point review is intended to be informative and encouraging to faculty who are making solid progress toward tenure; instructional to faculty who may need to improve in selected areas of performance; or, where progress is significantly lacking and apparently unlikely, bluntly cautionary about the potential for dismissal.

Procedures

Review the University and College Tenure and Promotion Guidelines

Faculty should refer to the USF and CBCS Tenure & Promotion Guidelines for information about promotion, timing, reviews (including review of progress toward tenure and promotion), tenure and promotion committee membership and other information about tenure and promotion at USF. The School of Social Work follows the CBCS Tenure and Promotion guidelines for the timing of tenure and promotion applications including probationary period, timing of applications, exceptions to the standard probationary period, and tenure upon initial appointment.

School of Social Work Tenure and Promotion Committee

The School of Social Work Governance document contains information on the constitution of the Tenure and Promotion Committee. The Tenure and Promotion committee shall be comprised of all full-time faculty of equal or higher rank than the position being sought (i.e., committee of the whole).

External letters for Tenure and Promotion Applications

The school director ordinarily will include in the tenure and promotion packet a minimum of three letters (but not exceeding six) from external reviewers who are recognized experts in the individual's field or a related scholarly field inside or outside of academe. Ideally, some of these will hold senior tenured appointments and/or will hold appointments at [AAU institutions](#), [USF national peer institutions](#), and [USF aspirational peer institutions](#). The candidate and the department chair/school director or other appropriate unit administrator will suggest external reviewers, and either may submit a list of reviewers who should be disqualified for professional reasons to the Dean. The school Tenure and Promotion Committee may also suggest external reviewers. These reviewers should have no significant relationship to the candidate (e.g., major professor, co-author, or other close associates), unless there are mitigating circumstances that would indicate otherwise (e.g., to review scholarship so specialized that few expert reviewers exist). External reviewers' appraisal of the credentials of all candidates for tenure or promotion is required. Consistent with CBCS policies, the candidate and the Director will both generate suggestions for external reviewers; a minimum of three letters (but not to exceed six) will be included in the packet. The Director and the candidate will jointly select the reviewers; in the event of a disagreement, each party will select one-half the number of the qualified reviewers to be utilized (e.g., 2 of 4, 3 of 6). All solicited letters that are received from external reviewers should be in the candidate's file prior to the final vote by the School's Tenure and Promotion Committee.

Overview of the Process for Tenure and/or Promotion Reviews

When applying for tenure and/or promotion, candidates shall submit documentation of all information encompassing their professional activities which they believe supports the application. The Director will then add any required information relevant to the candidate's teaching and research portfolio. The School Director will add the external letters to the application. All tenure and promotion reviews flow through the School's Tenure and Promotion Committee, Director, and college committee, and to the Regional Chancellor (where applicable). Regional Chancellors or their designee will provide a formal written review in promotion and tenure cases for faculty members on branch campuses prior to the College Dean completing and forwarding a recommendation to the Provost.

Approval History

Approved by School of Social Work, February 3,
2015 Approved by Dean Serovich, April, 2015
Provisional approval by Vice Provost Glover, December 9,
2015 Revision submitted to Vice Provost Glover, December
22, 2015
Approval by Vice Provost Glover, December 24, 2015 with effective date of December 9, 2016

Approved by School of Social Work faculty vote on May 5, 2020
Approved by Dean's Office on May 12, 2020
Approved by Vice Provost Garey on May 13, 2020
Effective Date May 13, 2021 (or sooner pending UFF review)